

The Mastery of the Information Transfer Skills in Malay Language Towards the Student's Continuous Learning

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Abstract

The mastery of the information transfer skills in Malay language is important to identify the students' ability to success in any subject. This is because the subjects have been taught required the students to master and transfer the information obtained. This is because the process of students' ability to master in the subject also relates with their continuous learning lesson. Students who are able to master in information transfer skills will surely hone their skills in order to keep learning continuously. Based on the Malaysia Education Blue Print 2013-2025, the Ministry of Education intends to ensure the students will master the continuous learning elements that have been implemented by the teachers in their lesson. Thus, students need to master in information transfer skills to enable them to continuously proficient in their continuous learning. This study was carried out to examine the mastery of the information transfer skills in Malay language towards the students' continuous learning. The researcher has been using the 21st century learning activities in their Malay language lesson to identify the level of the students' continuous learning development. The finding showed that the mastery of the information transfer skills has a significant effect on the students' continuous learning. This study has been done through the observation by the teachers who taught Malay language throughout the 21st century learning activities. In addition, the researcher has conducted the interviews with the teachers and students to identify the students' continuous learning development. The data collected through the document analysis also has been analysed to identify the frequency of the students' behaviour towards the continuous learning. This study can be used by the teachers to ensure that the information transfer skills are aligned with the students' continuous learning.

Keywords: Information Transfer, Malay Language, Malaysian Education Blueprint, Continuous Learning, 21st Century Learning Activities.

Introduction

The curriculum development policy in the education system is often changing from the Old Secondary School Curriculum (KLSM), and followed by the reformation to the curriculum by releasing the Integrated Secondary Schools Curriculum (KSSM, 2014). This proves that the

curriculum in Malaysia has always improved its quality for future generations from time to time to provide the space and opportunity for the students' potential development (PPPM, 2013-2015). Saedah (2015) stated that the curriculum is the most important branch to develop the education for the new generation who are currently pursuing the nation's development challenges. Therefore, the curriculum must be seen as the most important agenda for the future development and reinforcement of nation and people around the world.

The Ministry of Education has always keep working to improve the quality of education. The curriculum is constantly reviewed, monitored and updated to ensure that it will always relevant to the current needs. According to Azalya (2003), to face the challenges of globalisation, Malaysians need to be equipped with a wide range of basic skills in education and training and also have a wide range of common skills such as the ability to communicate, proficient in a variety of languages, critical and innovative thinking. The prominence in mastering the 21st century skills in the teaching and learning should begin by implementing the 21st century skills in the teaching and learning process.

Abdul Rahim (2007) believes that the development of the curriculum needs to be expanded based on the needs and suitability from time to time. Therefore, new teachers should be given an early exposure of the curriculum concept, curriculum drafting model, curriculum development and curriculum evaluation. This is important for the teachers to have better preparation in their teaching and learning activities. In addition, teachers need to convey the curriculum through the subjects being taught to the students because they are provided with the timetable to teach the subject. The usage of Malay language in mastery and delivery knowledge by the students in variety of subjects such as science, mathematics, geography, history and others is inevitable because it is the major educational language.

The Ministry of Education has embarked on a step to uphold the Malay language, which is to place Malay language in a proper place, in accordance with its position as the national language as enshrined in Article 152, the Federal Constitution. Malay language is a major educational language based on the Education Act 1996. The goal of enhancing the Malay language education is to elevate the acquisition and efficiency of Malay language at all levels of education. This is also to strengthen the role of the Malay language as a national language, official language, language of knowledge, transmitting language and also language of unity in producing the great citizens who have a sense of pride in the Malay language and to be the catalyst for the well-being country.

Juriah (2008); Darwish, Abdo, & AlShuwaiee (2018) stated that the dignity of Malay language and the academic achievement shown by the students through their performance in this subject has not yet to be proud in term of the quality. The Malay language subject is a mandatory subject that must be taken by all students from the primary school until form five. The syllabus of the Malay language for the secondary schools was created based on the Malay language used in the daily life, interacting with others, accessing information and to understand the reading materials (KPM, 2015). In this study, the mastery in the Malay language is referring to the ability to communicate by using proper grammar, ability to understand the literature, ability to write a good essay and ability to summarize the information.

Thus, the mastery of good Malay language will lead the students to continuous learning because they managed to prominence the knowledge have been delivered. Continuous learning is also a combination of continuous learning where the entire individual

and mindset are going through the changing situation to produce a constant change in a particular person (Ministry of Higher Education, 2011). Therefore, highly prominence in information transfer skills can provide a space for students to continuously learn whether formal or informal for their future success. This is aligned with the concept of lifelong learning is a continuous learning since we were born, either in a formal or informal ways, realise or not realise and group or individually.

Background of Study

The mastery of language is an important focus in the changing process of the national education system because of developing the students who are able to speak fluently and confidently manage to enhance their marketability and maximise career opportunities in the global market. This initiative has a positive impact towards the students' outcome in order to produce the society that able to communicate effectively, unity as well as competitiveness at the international level (Direction of the Malay language, 2016-2025). The Malay language is also a mandatory subject that is compulsory for all students either in the primary and secondary schools level. In addition, Malay language has been the main language to strengthen the relationship between the multi-racial communities, the Malay language is also become precedence in the national education that needs to be mastered by all the Malaysian (Ministry of Education, 2003). Therefore, the Malay language teachers must ensure that the students are able to attain the entire skills in Malay language subject. The information transfer skills are important because its need the students' ability to review all the information obtained during the learning session.

The mastery in this skills will give an impact on the students' continuous learning because they managed to interpret all the information inside themselves in any particular time or in future. Continuous learning is a process of finding knowledge for personal or professional purposes conducted by a person voluntarily and self-motivation (UPSI, 2007). Continuous learning acquire the students' to be independent to get new skills and knowledge, the ability to search and manage the relevant information from various sources, the ability to accept new ideas and the potential to get autonomy in learning. Continuous learning is also developing the human potential by an ongoing process of motivating and empowering individuals to gain knowledge, to appreciate the moral values need in life and to broaden the life experiences so that they will take the responsibility in various roles and situations, confidently and creatively to face all challenges in life. Zulkipli (2005) defines continuous learning as a continuous process that included the training, self-development and learning. Continuous learning and managing the information in this study is referring to the students' continuous learning and indirectly give an impact after the teaching and learning that has been conducted.

The students who are mastery in the information transfer skills need to understand attentively to see its relationship with the students' desire to learn continuously. Students who had mastered the skill need to find and explore more information without teachers' guide. They must also seek the initiatives for the knowledge to be gained through the continuous learning (Arniza and Mohd, 2018). For example, the student who had understood the concept and step by step in summarize the text is surely managed to apply the skills continuously and not only necessarily in the classroom. It is also related to any issue that is understood by the students, before being interpret they must explored the information

earlier to make sure it will be described effectively. This is because the continuous learning skills will occurred even though they are not aware with its presence.

Continuous learning and continuous learning provides educational opportunities to all community groups with the fundamentals of learning offered by the educational institution (Ahmad, Rashid, Hashim, 2011). The implementation of continuous learning and continuous learning is one of the Malaysian government's efforts to increase the economy by investing in human resource development. Human resource development is the country's investment to ensure that Malaysians attain the prosperity and become a part of the knowledgeable and skilled workforce to compete at the global level.

Amran (2017) stated that the most efficient way to achieve the government's goals are by developing the educated society because the education will be able to expand one's knowledge and producing a highly skilled workforce. The community should gain the knowledge in an early stages so that the country can produce many scholars in all the fields. This effort will not be able to achieve in a short period of time without having the continuous effort and learning. Thus, various efforts made by the government through the Ministry of Education must be supported by the society to make sure the country's achievement at the global level will be achieved (Rashid, 2018). The government must not only rely on the external workforces as we have our own skills and expertise.

Problem Statements

Based on the Malay Language Education Direction (2016-2025), the main challenges faced by students were the usage and mastery of the language were still at the low level. This can be seen from the Malaysian Certificate of Education (SPM) achievement level which is still farther from the target and has not yet achieved the speaking proficiency level (Ministry of Education, 2017). From the report analysis given by the Malay language paper Examiners, most of students still not fully obtain the information transfer skills. This is because the students are still not able to show their ability to use proper grammar, analyse the reading comprehension, write good composition and summarize the text. Students' knowledge and understanding are still at the low level that make them unable to transfer the information excellently (Malaysia Examination Council, 2014). Therefore, the mastery of information transfer skills has given impact to the students' achievements and also their continuous learning skills.

Teachers need to have a method and approach to ensure that students can master the learning aspect teaches on them. This is because students who weak in information transfer skills are often having problems to enhance their continuous learning skills. This process is aligned with the basis of learning; the more exercises given will increase the stimulus accepted (Parni, 2013). Pupils were seen too dependent on their teacher until they were less independent in making their own decisions on the task given. This happened because some students managed to answer and do the assignment given in the classroom but they unable to apply their knowledge outside of the classroom. This has given impact on the students' achievement (Malaysia Examination Council, 2014). The students who are able to acquire the skills will often do revision and study continuously because they are good in information transfer compared to the students who are not.

Global competitiveness and diversity in needs have been pursuing people to update their knowledge and skills constantly. This is also seek by the employers and industrial to increase productivity. At the same time, in aligned with the country's socio-economic development, people are increasingly aware and appreciate the needs to enhance their

knowledge and skills for the development and self-satisfaction. Therefore, continuous learning through distance education, e-learning, industrial learning and part-time learning have become a part of the culture and lifestyle in supporting the human capital development in accordance with the economy based on knowledge and innovation. By the year 2020, the recognition of continuous learning regardless of time and place will be the normal practice based on the MQF. Hence, the mastery of information transfer skills should be practiced at the early stage of schools so that the students can cultivate with the continuous learning in their lifetime. This showed that continuous learning programme played an important role in providing the channel to transfer knowledge and skill through formal and flexible ways to the students (Hussain, 2013).

Research Objectives

In this research, the researcher has construct two research objectives:

1. To apply the ability to transfer the information in Malay language lesson.
2. To assess the mastery of information transfer skills on the students' continuous learning.

Research Questions

Several research questions have been constructed by the teacher:

1. How far is the ability to transfer information in Malay language lesson?
2. How far is the mastery of information transfer skills will affect the students' continuous learning?

Literature Review

Asha'ri (2016) in his study indicated that employers put highest importance level on the communication skills and followed by the technical skills. Moreover, in research made by (Masud, 2013) found that students need to develop their skills with an excel academic qualification to get a good job in a short period of time. This showed that the industry needs more skilled workers in various skills and knowledge, and expecting that the educational institutions manage to produce lots of employees that meet the expectation. Many allegations accused the graduates of technical and vocational education (TVET) are facing difficulty to get a job because they do not meet the requirements in terms of skills and knowledge needed by the employers (Che Mat Zin, 2015).

The 10th Malaysia Plan reported that the total of highly skilled workforce in Malaysia is only 28% (Tajuddin 2011) and this showed that most of the Malaysian have a low level or unskilled labour. The shortage of skilled or semi-skilled workers will lead to industrial sector stagnated and at the same time slowing the national economy growth (Rosdi, 2016). In addition, the report also stated that the government has targeted 33% of blue-collar workers by 2015 and 50% by 2020. Based on the statistics from the Department of Statistics in 2017 found out that the number of highly skilled graduates in the Community college is still low because most of them do not achieve the skills and knowledge needed by the industry. The lack of skilled workers can cause the lower production of national productivity and creating a big gap with other developed countries. Therefore, the Community college is responsible to ensure the implementation of the Lifelong Learning programme (LLL) and continuous learning are carried out based on the proper procedures and systematics to resolve the issue of knowledge and skills of students at the Community college.

Lifelong learning succeed factors are depend on the learning lessons learned, education opportunities, infrastructure providers for lifelong learning (Godinez, 2010), the role of lifelong learning providers to spread, cultivate and collaborate with other institutions (Su et al., 2012). In fact, transferring and variety of technology make imparting the knowledge in various modes easily (such as video, internet and teleconferencing) to meet the students' need (World Bank, 2003; Blaschke, 2012). These factors may also attract the students' interest to participate in the lifelong learning programmes.

Based on the previous studies, showed that there are two main categories that affected the students' interest to follow the lifelong learning program which is individual and institutional factors. Individual factors include the career, academic, family and one's self (Kanwar et al., 2019). The second factor is the institution or the lifelong learning provider. The institutions in this context of lifelong learning programme providers may consist of universities, colleges, schools, home, library, committee or any other entity that associated in providing the lifelong learning programmes (Schuller & Watson, 2009). Each of the lifelong learning provider must be easily accessible for learning, training and development as required by the participants.

Related studies in continuous learning or lifelong learning among the educators in Malaysia showed that teachers are eager to develop themselves and provide the best service, need the family and friends support, online skills and self-confidence (Rashid, 2015), received the administration support but lack of time and financial (Kamaliah and XX, 2018) as well as highly motivated and interested in the lifelong learning programme (Yusof and Abbas, 2016). Other researchers such as Hasami and Buang (2018) also agreed that lifelong learning can improve knowledge and self-added value to the students. The literature review showed from the previous findings agreed that these self and institutional factors are attracting the students to join the lifelong learning programme. Based on the previous studies conducted, showed that continuous learning is one of the elements in the soft skills that need to be applied to all students so that they are able to lead themselves in making a wise decision. Therefore, the researcher has found it is important to implement these elements within the students to develop their self-potential in making them manage to competitive with other people.

Research Methods

The research conducted was using the qualitative research design. Qualitative research design was used to answer the research objectives. Overall, this study applied the qualitative approach by using three methods of data collection through interviews, observations and document analysis. According to Othman, (2006) qualitative study is conducted in natural environment and the researcher is the main instrument in collecting the data either in the form of pictures or words, analysis, focusing on the meaning expressed by the respondents with expressive language and transforming the participants' voices in a text form (Eisner, 1991). Generally, qualitative research is not going through the statistical procedure or other forms of calculation (Strauss and Corbin, 1998).

Qualitative research method has several approaches but it is often misinterpreted by the public that it is using one approach only (Othman, 2017). In this study, the researcher has conducted the qualitative study because it met the characteristics of particularistic, descriptive and heuristic (Othman, 2017). This study has the characteristic of particularistic which is focus on the situations, events and programmes. In addition, the qualitative study

has been conducted also has features of descriptive study which are rich, deep and detailed understanding of the phenomena studied and also used the term of thick description that means of complete and literal description of the aspects to be studied. The other feature available in this study is heuristic which means this research examine the reader's understanding by using the wheeled of dreams activity that contains the elements of leadership skills. The study will lead to the discovery of the new meaning, enhance the reader's experience and clarify what has been learned.

This research used three data collection methods . The first method is an observation that is divided into two; direct observation and participation observation. Direct observation involved the calculation of students in the schools involved. This technique does not deal with the people communication. Participant observation is derived from anthropology (the study of the society). Researchers usually involved with the target community will be studied to understand clearly the issues related with the community (Othman, 2017).

The second method is interview. According to Sidek (2002), to collect information about facts, feelings, beliefs and other aspects to be investigated in a study, interview is a method to collect data. Researcher and the subjects must sit for the face to face interview so that the data will be collected directly. In addition, the interview method was also been used because there were plenty of acceptable answers for the research question. In this study, the researcher used the semi-structured interviews. Questions given to the respondents has been prepared and scheduled, but at the same time the respondents also has given the flexibility to respond. It is not so decisive as the structured interviews and not so free as the unstructured interviews. Questions may be modified in term of the arrangement and the way to give questions were also flexible (Sidek, 2002). From this method, the detailed information could be obtained and provided the opportunity to examine and study the other connected matters indirectly with the purpose of research more specified. The researcher also used the audio recorder during the interviews in order to obtain more information.

Document analysis is a part of content analysis in the data collection method where it is the objective descriptions on the communication messages that have been printed, posted or described. Any parts of the messages can be listened, obtained and viewed by referring to the text contents in the form of words, meanings, images, symbols, ideas, themes or whatever messages could be communicated (Sabitha, 2009). The data was collected from the document analysis will provide relevant information to the issues or problems studied. The document is the easiest resource for the researchers because the necessary information are provided and difficult to cheat.

Research Findings

To answer the research questions, the researcher has collected the data from the observation, interviews and document analysis. The findings were compiled as reported to show the research triangulation. The data collected was analysed and the results are shown as follow:

i) Findings on the Observation (Continuous learning)

Observations have been made by three senior teachers in different Form 4 Malay language subject during the teaching and learning session at the three schools involved. Observation is focus on the development of students' continuous learning that

occurred during the teaching and learning session. Observations is conducted by using the observation checklist provided by the researcher. The results of the observation are summarized in Table 1.

Table 1:

Observation on the Students' Continuous Learning Development

Continuous learning and information management aspects	Observer 1 (Level)	Observer 2 (Level)	Observer 3 (Level)	Summary
Knowing	0	0	0	0
Ability to explain	3	4	1	8
Ability to apply without guidance	1	2	4	7
Ability to apply with guidance	21	19	20	60
	25	25	25	3.69

(Scale: 1=Low, 2.34=Moderate, 3.67=High)

ii) Findings on the Interview (Continuous Learning Skills)

From the interview analysis with Form Four Malay language teachers showed that the Malay language lesson that applying the 21st century learning elements were successfully enhance the students' continuous learning skills and also soft skills. Table 2 is an analysis of the Nvivo has been conducted for the teachers' interviews with the continuous learning skills elements.

Table2:

Continuous Learning Skills Theme (Teacher)

Sub-theme	Explanation	Reference
Enhancing knowledge	"Yes. Thanks God. For example in comprehension. I gave the exercises earlier. They will search. They also do extra task after the teaching and learning session".	GA/TB08/111018
	"They will do the exercises given. They will do after I asked them to do".	GB/TB08/110818
	"They still trying to do the exercises given by teacher and usually they managed to complete it".	GC/TB08/051018

The result of the teachers' interview showed that continuous learning skills for knowledge is improved. The descriptions for sub-theme continuous learning skills can be referred to GA, GB and GC. From the activities conducted, many students were given the

assignment earlier before teaching and learning sessions. In addition, the students also managed to complete the assignments given by the teacher to master the topic. However, according to the GB, there were some students only did the tasks after being asked by them. According to GC, he saw the students were trying to complete the assignments given by the teacher and often completed.

Moreover, the researcher also conducted the interviews with the students for the continuous learning elements can be seen by them. Information from the students' interviews were analysed by using the NVivo software as listed in Table 3.

Table 3:

Continuous Learning Skills Theme (Students)

Sub-theme	Explanation	Reference
Skills improvement	"Yes. Teacher gave opportunity to me and my friends to search for information before we do the other activities in the next teaching and learning session".	M1/TB08/111018
	"Yes. Teacher asked us to do exercises at home. Sometimes teacher asked us to do the exercises immediately.	M2/TB08/111018
	"Incomplete assignments, I'll do it at home.	M3/TB08/111018
	"Yes teacher asked us to do and submit the assignment later.	M4/TB08/051018
	"No. Usually teacher asked us to finish the exercises immediately".	M5/TB08/051018
	"Yes teacher. Sometimes students are given the assignment earlier for us to find it".	M6/TB08/051018
	"Yes we got. Teacher will ask us to search the information at home. Writing a composition activity. Teacher will ask us to search the theme and description by using internet".	M7/TB08/111018
	"Yes. I have searched for the information first. Usually I will search information about short story".	M9/TB08/111018
Effects on the teaching and learning	"I got it. After I used the kit. I still remembered until I went back home. I keep memorised the meaning of the idiom and idiomatic expression given".	M8/TB08/111018

The interview results with the students on the continuous learning theme and information management skills by using the skills sub-themes were increased and gave effect to the 21st century learning. Explanation for the skills have been increased after the 21st century learning activities could be referred to M1, M2, M3, M4, M5, M6, M7 and M9. According to M1 and M2 continuous learning skills achieved because they were given the

tasks earlier and managed to finish it at home. From the interview with the teachers, the result showed that the development of students' continuous learning skills and information management in the Malay language lesson by using the KIBM kit were at the very good level. In conclusion, the implementation of 21st century learning in Malay language lesson has improved the students' learning and problem-solving skills at the high level.

iii) Findings on the Document Analysis (Continuous Learning Skills)

Document analysis related to the development of students' continuous learning skills and information management in the Malay language teaching and learning process that took part in the 21st century learning were done by using the soft skills rubric scale assessment. The document is a record in a form of soft skills assessment elements which was given during the teaching and learning observation on the teachers who taught the Malay language classes in this research.

Table 4:

Percentage of Students' Continuous Learning Marks

School	S1	S2	S3	Mean
PBPM Marks	40/45	36/45	41/45	39/45
Percentage	89.00	80.00	91.00	87.00

* Maximum Marks 45

Based on Table 4, growing percentage of students' continuous learning skills and information management in the Malay language teaching and learning process that enhance the soft skills by using KIBM kit is 39/45. The score percentage obtained from the continuous learning skills and information management were at the excellent level with 87 percent.

Discussion and Summary

Overall, this study was able to answer the research objectives as stated by the researcher. The findings showed that there were relationship between the mastery of information transfer with the continuous learning. This is because, the students were able to apply their abilities to transfer the information in the subjects being taught and made the students' continuous learning also happened. Based on the findings, showed that the mean for the continuous learning development among the form four students who have master the Malay language subject after the implementation of 21st century learning were high. This finding was aligned with Zamri (2012) that stated 21st century teaching and learning was still based on the teacher-centered, however teachers still played an important role to make sure the students participate actively.

This showed that students should participate actively in mastering the Malay language. The students also need to assume that most of the topics and sub-topics in the Malay language subject should be applied in their daily lives. In addition, knowledge from the Malay language lesson can help to uphold the Malay language to the highest level (Roadmap Spanish, 2016-2025). Most of the students also felt happy to study the Malay language because the teachers helped them to arise their interest towards Malay language and studied continuously. This finding was aligned with Noraini (2010) that considered the teachers has competency to develop students' skills, talents, potentials and knowledge in various forms.

Most of the students have completed their Malay language assignments and they also pay attention during the teaching and learning activities in the classroom. Malay language teachers also often gave the opportunities to the students to think and share opinions and good ideas that related to the teaching and learning activities. The teachers felt that this subject prepare themselves to face the 21st century technological challenges as they were constantly receiving information about their careers through the colleagues. The students who are able to master the information in their study also able to improve themselves for the future career. This is because they are confident that to master certain knowledge and skills need a continuous learning. This is important because someone who always wanted to learn in a variety of ways will improve the knowledge and skills that are hardly achieved. This finding was aligned with Su et al., (2012) that stated the role of the continuous and lifelong learning providers are to spread, cultivate and collaborate with other institutions.

Based on the Malaysia Education Blueprint 2013-2025 emphasizes that the mastery of Malay language in each student. Thus, this research can help to answer the second objectives which is to assess the mastery of information transfer skills in effecting the students' continuous learning. The characteristics in 21st century learning is not only to focus on the teaching and learning in the classroom, but wider. Students who have master in information transfer will always keep exploring their abilities through the innovation and digitals existed. For example, the digitals development gave the students who have desire in exploring and enhancing knowledge to overcome any problems that happened. This finding was aligned with World Bank studies, 2003 and Blaschke, (2012) that stated, transferring and variety of technology make imparting the knowledge in various modes such as video, internet and teleconferencing easily to meet the students' need.

This study also managed to answer the research question which is to examine the ability of students' to transfer information in Malay language subject. All teachers were seen always try to improve their knowledge and skills to ensure that the Malay Language subject can be delivered properly. Especially for teachers who teach English in the secondary schools. Among the challenges faced by the teachers were to ensure that the students can master the Malay language and pass the subject. The students who managed to master the Malay language will not only pass but also qualified to get the Malaysia Education Certificate (SPM). Thus, all students need to master the Malay language excellently because of the importance has been stated in the Direction of Malay Language Education (2016-2025).

The finding showed that the students who managed to master the information transfer skills had a desire and passion to cultivate the continuous learning. This is because the students always tried to improve their knowledge and skills even without receiving instructions from the teachers. The result was aligned with Hazwani and Nor Aishah (2018), that acknowledged that lifelong learning can improve students' knowledge and added value. Therefore, this finding was able to answer the second research questions which is the mastery of information transfer skills effected the students' continuous learning through the interviews and document analysis conducted.

Conclusion

Based on this study, the mastery of information transfer skills in Malay language has related to the continuous learning. This is because the students who were able to master the information transfer skills such as grammar managed to enhance their vocabulary in Malay language continuously so that they could use the proper grammar formally or informally.

Despite of that, students who were able to master the information transfer skills managed to explain the literature aspect correctly. In addition, the mastery of information transfer in writing will help the students to apply this skills in the classroom, higher education and employment sectors. This is also same with interpreting information by using the information transfer skills in the text. The mastery also related to the students' ability in reasoning the information given. Therefore, all the information transfer aspect must be learned continuously to enhance one's achievement whether in education or career field.

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